DOCUMENT RESUME

ED 263 959 JC 860 004

AUTHOR Weeks, Ann A.

TITLE Student Opinion Survey.

INSTITUTION Dutchess Community Coll., Poughkeepsie, N.Y.

PUB DATE Nov 85
NOTE 75p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Community Colleges; *Participant Satisfaction; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS Dutchess Community College NY

ABSTRACT

As part of a larger State University of New York study, a survey was conducted by Dutchess Community College (DCC) to gather information from students regarding the availability and quality of programs and services at DCC. An in-class survey, conducted to provide the most representative sample, yielded responses from 760 students in 56 classes for a 92% response rate by class. Study findings included the following: (1) overall, students felt the quality of education at DCC was excellent or good and that the services were satisfactory; (2) students expressed desires for improvements in campus lighting, parking, advisement, registration, and course availability; (3) full-time students stated intentions to transfer to four-year colleges and the pursuit of associate degrees as their first and second priorities, while part-time students indicated the same goals in reverse order; (4) convenient location, low cost of attending, desired courses offered, and the opportunity to continue working while attending were the major reasons both full- and part-time students selected DCC; and (5) although full- and part-time students shared certain characteristics, the two groups were found to be distinctly different markets, composed of different market segments. The study report includes portraits of "typical" students, provided for full- and part-time students; female and male students; students under 23 years of age, between 23 and 29, and over 29; minority students; and students with a grade point average less than 2.0. The questionnaire and student comments are also included. (EJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

DUTCHESS COMMUNITY COLLEGE

POUGHKEEPSIE, NEW YORK

STUDENT OPINION SURVEY

Dr. Ann A. Weeks, Director
Institutional Research
November 1985

TABLE OF CONTENTS

		Page
I.	EXECUTIVE SUMMARY	1
	Observations	2
	Recommendations	3
	Portraits of "Typical" Students	5
II.	INTRODUCTION	15
	History of the Study	16
	Methodology	18
III.	DATA	20
	Section I: Background Information	21
	Section II: College Impressions	24
	Section III: College Services	27
	Section IV: College Environment	30
	Section V: Additional Questions	34
IV.	CONCLUSIONS	38
	Summary	39
	Limitations	40
	Recommendations	41
V.	APPENDICES	43
	A. Thirty Subgroups	44
	B. ACT Student Opinion Survey for Two Year Colleges (with percents of responses)	45
	C. Additional Questions	55
	D. Student Comments and Suggestions	60

LIST OF TABLES

Page

TABLE 1: Comparison of National, SUNY, and DCC College Services Satisfaction Averages . . 29

TABLE 2: Comparison of National, SUNY and DCC College Environment Satisfaction Averages. . 32

LIST OF FIGURES

FIGURE 1: Purpose for Entering Dutchess Community College 23

FIGURE 2: Reasons for Selecting Dutchess Community College 26

FIGURE 3: Median Incomes for Student Subgroups 37

I.

EXECUTIVE SUMMARY

OBSERVATIONS

MARKET IMAGE

Overall, students felt that the quality of education at Dutchess Community College was excellent or good and the College services satisfactory. They expressed desire for improvements in several services, such as better campus lighting and availability of courses at convenient times. An overwhelming majority of both full-time and part-time students indicated that DCC had been their first choice for college.

PRODUCT SELECTION

Full-time students stated they are attending DCC primarily to prepare for transfer to a 4-year college and secondarily to obtain an associate degree. Part-time students gave the same reasons but in reversed order. Convenient location, low cost of attending, desired courses offered, and the opportunity to continue working while attending were the major reasons both full-time and part-time students selected the College. Full-time students reported being most influenced to attend DCC by: (1) parents or guardians (2) friends who attended DCC (3) DCC information mailed to their homes, and (4) DCC admissions literature (in that order). Part-time students were most influenced by the same factors but in the order of (3),(2),(1), and (4).

MARKET SEGMENTS

Although full-time and part-time students share certain characteristics, such as living within twenty miles of campus, working while attending College, and having median family incomes of approximately $37,000, the two groups are distinctly different markets and are composed of distinctly different market segments.

RECOMMENDATIONS

* When marketing, emphasize convenient location, wide range of desirable courses, low cost of attending, good vocational and academic reputation, and the fact that 80% of DCC students keep their jobs while attending.

* Stress the success of DCC's transfer programs when marketing to full-time students and the success of career programs when marketing to part-time students since these are the major purposes students gave for attending.

* Improve the outside lighting system since both full-time and part-time students overwhelmingly gave this as the single most important factor that would contribute most to personal safety on campus.

* Emphasize financial aid to minority students but for other students do not give it more prominence than the ability to hold jobs.

* Coordinate College-wide publications with a central theme. Have publications designed professionally to appeal to both students and their parents and to improve the image of the College.

* Use segmented mailings where market sensitive populations can be identified.

* Consider using current DCC students (and DCC students who have transferred) for high school visits and for active conversations with high school students brought to campus with our new bus.

* Use recent graduates for in-person recruitment since 43%+ said they would be willing to help. Donation of services will help strengthen ties of new alumni to the College at a time when donation of money may be less acceptable.

+ Weeks, Ann A. and Sillin, Andrew. Alumni Survey 1973-1983 Educational Resources Information Clearinghouse, 1985.

* Remember when marketing that the median family income for both full-time and part-time students is approximately $37,000. One-quarter of DCC students come from families with incomes over $50,000 and slightly less than one-quarter from families with incomes less than $20,000.

* Maximize the opportunities for full-time students to socialize in a lounge or cafeteria, for part-time students to socialize at performing arts shows on campus, and for both to socialize outdoors.

* Use successful alumni (with pictures and personalized stories) in prominent media promotions.

* Consider that since half of our students describe themselves as politically "middle-of-the-road", they probably will be in the mainstream on other issues as well.

* Retain and enhance special orientations and services for returning students since one-third of the students entered DCC after working for a period of time instead of directly from high school.

* Aggressively market our low cost, our excellent faculty devoted to teaching, our relatively small classes (most are 15-24 students, only 1% have more than 50 students), our successful transfers, and our successful graduates.

* Place professionally designed video cassettes which "tour" DCC in those high schools sending the largest number of students to the College. Also, place them in the DCC Admissions Office to loan to parents or prospective students to take home to view.

* Educate the Civil Service staff to the crucial role they play in marketing. Inspire them to use their contacts with students to best advantage for the College.

PORTRAITS OF "TYPICAL" STUDENTS

In order to put the voluminous data in this report in a form which is easy to picture and practical to use, the next nine pages present "typical" portraits of the following students:

- The Full-time Student,
- The Part-time Student,
- The Female Student,
- The Male Student,
- The Student 22 Years or Younger
- The Student 23 - 29 Years Old,
- The Student 30 Years or Older,
- The Minority Student, and
- The Student With a GPA Less Than 2.00.

When characteristics are presented in these "typical" portraits, it is important to remember that they are not true of all students in the subgroup but rather are used to show distinct differences between subgroups. The full-time student is compared to the part-time student, males to females, age groups to other age groups, minorities to Caucasians, and students with GPA's below 2.00 to students with GPAs above 2.00.

PORTRAIT OF A "TYPICAL" FULL-TIME STUDENT

- Is as likely to be male as female,
- Is 21 years or younger,
- Attends DCC primarily to prepare for transfer to a 4-year college and secondarily to obtain an associate degree,
- Takes primarily day classes,
- Works part-time,
- Entered directly from high school,
- Is not married, does not have children,
- May receive financial aid,
- Is likely to have a family member who attended DCC,
- Considers the low cost of DCC important,
- Considers parents, friends, and DCC literature mailed to his/her home important influences (in that order),
- Is dissatisfied with the College orientation, parking, and the convenience of courses,
- Has used computer services,
- Would like to be more involved with out-of-class activities,
- Would prefer to socialize in the lounge, cafeteria or outdoors to help him to integrate into the campus community,
- Is politically middle-of-the-road,
- Has a father with more education than the father of part-time students,
- Has a median family income of approximately $36,806.

PORTRAIT OF A "TYPICAL" PART-TIME STUDENT

- Is more likely to be female,
- Is over 22 years of age,
- Attends DCC primarily to obtain an associate degree and secondarily to prepare for transfer to a 4-year college,
- Takes primarily evening courses,
- Works full-time,
- Entered DCC after working instead of directly from high school,
- Is likely to be married and may have dependents,
- Is not receiving financial aid, and does not consider it important
- Reports higher grades than full-time students,
- Attends DCC for more semesters than full-time students,
- Selected DCC as first choice,
- Considers convenient location, desired courses, and being able to work while attending DCC very important,
- Considers information mailed to her home, friends, parents, and admissions literature important influences (in that order),
- Is not as likely to use the library as part-time students,
- Is not as likely to use or want to use college social activities,
- Is more satisfied with college services but uses them less,
- Is more dissatisfied with CLEP,
- Prefers performing arts shows, or socializing outdoors for helping to integrate into campus life,
- Is slightly more conservative politically than full-time students,
- Has a father who is not as likely to have graduated from high school as the father of a full-time student,
- Has a median family income of approximately $37,035.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. Weeks

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

PORTRAIT OF A "TYPICAL" FEMALE STUDENT

- Is more likely to matriculate in A.A.S. programs,
- Is here primarily to obtain an associate degree, secondarily to prepare for transfer to a four-year college,
- Is most likely to be enrolled in Business, Computer Science, or the Health Services (in that order),
- Is twice as likely to be in a health services curricula as a male student,
- Is a greater percent of the older students,
- Is a larger percent of the sophomore students,
- Reports receiving higher grades than the male student,
- Has a greater intention to continue at DCC the next semester,
- Feels improved outdoor lighting would contribute to her safety on campus,
- Is less likely to consider herself politically conservative.

PORTRAIT OF A "TYPICAL" MALE STUDENT

- Is twice as likely to be in an A.S. program,
- Is here primarily to prepare for transfer to a four year college and secondarily to obtain an associate degree,
- Is most likely enrolled in Business, Computer Science, and Engineering (in that order),
- Would like to socialize outdoors or at spontaneous athletic activities to help integrate into the campus community,
- Is more likely to be a registered Republican.

PORTRAIT OF A "TYPICAL" STUDENT 22 YEARS OR YOUNGER

- Is here primarily to prepare for transfer to a four-year college and secondarily to obtain an associate degree,
- Attends DCC full-time,
- Attends primarily day classes,
- Entered directly from high school,
- Is employed part-time,
- Is not married and does not have dependents,
- Is more likely to receive financial aid,
- Says the advice of parents was an important influence in selecting DCC,
- Is most likely to be enrolled in Business, or Computer Science,
- Is more likely to have had brothers or sisters who attended DCC,
- Is more likely to have used computer services,
- Would like to be more involved in out-of-class activities,
- Would like to socialize outdoors or in the lounge or cafeteria,
- Tends to be dissatisfied with parking,
- Has a median family income of $37,840.

PORTRAIT OF A "TYPICAL" STUDENT 23 - 29 YEARS OLD

- Is here primarily to obtain an associate degree, and secondarily to prepare for transfer to a four-year college,
- Is enrolled part-time,
- Attends primarily evening classes,
- Entered DCC after working,
- Is employed full-time,
- May be married,
- Considers friends and parents important influences in selecting DCC,
- Is likely to have had a brother or sister attend DCC,
- Is equally likely to be enrolled in Business, Computer Science, or Health Services,
- Would like to socialize outdoors or at performing arts shows,
- If male, is more likely to come from the City of Poughkeepsie,
- Has a median income of $30,815.

THE STUDENT 30 YEARS OR OLDER

- Is attending primarily to earn an associate degree and secondarily to prepare for transfer to a four-year college,
- Is enrolled part-time,
- Attends primarily evening classes,
- Entered DCC after working or doing other things,
- Is employed full-time,
- Is more likely to be married and may have dependents,
- Is much more likely to be female,
- Reports higher grades than younger students,
- Considers convenient location and courses offered very important reasons for selecting DCC,
- Overwhelmingly choose DCC as first choice,
- Tends to be enrolled in business or health services,
- Does not use recreational and intramural programs,
- Is more satisfied with the attitude of the teaching staff,
- Is less satisfied with technical facilities and job placement,
- Would prefer a performing arts show to socialize,
- Has a family income of $36,549.

PORTRAIT OF A "TYPICAL" MINORITY STUDENT

- If Black, is more likely to be female and full-time,
- Major purpose in attending DCC is transfer, secondary reason is to obtain an associate degree,
- Is more likely to be enrolled in an A.A.S. curriculum,
- Is more likely to be enrolled in Business,
- Receives student aid and considers it important,
- Reports lower GPA's,
- Considers the advice of high school teachers, counselors, and principals a more important influence in selecting DCC than do Whites,
- Is not as likely to have had a family member or a personal friend attend DCC,
- Does not use DCC's parking as much as Whites,
- Is not as likely to choose to attend DCC again,
- Is more likely to have used tutoring services and less likely to be satisfied with them
- Is more likely to have used the computer services,
- Is less satisfied with adequate housing for students, and personal counseling,
- Would like to be more involved in out-of-class activities,
- Would like to socialize outdoors, at performing arts shows, or spontaneous athletics,
- Is more likely to come from the City or Town of Poughkeepsie,
- Is not as likely to be a registered voter,
- Is not as likely to be a registered Republican,
- Is more likely to have parents who did not finish high school and not to know her parent's education.
- Has a median family income that is $10,000 less than the average for the College,

PORTRAIT OF A "TYPICAL" STUDENT WITH A GPA LESS THAN 2.00

- Is enrolled primarily to get an associate degree and secondarily to transfer,
- Is more likely to be male,
- Is enrolled full-time,
- Takes primarily day classes,
- Entered DCC from high school,
- Is employed,
- Is unmarried with no dependents,
- May be minority,
- Is more likely to be in a health services program,
- May receive student aid,
- Was more likely to consider financial aid important and was very satisfied with financial aid services,
- Considered the advice of parent and high school personnel important in selecting DCC,
- Reported not using academic advising/course planning services as often,
- Mostly did not use tutoring services, but if did, was very satisfied,
- Indicated dissatisfaction with concern shown for students as individuals,
- Was more likely to feel the lack of faculty/student interaction outside of class was due to lack of interest on the part of faculty members,
- Is more likely to give social atmosphere as a reason for selecting DCC,
- Is not involved in out-of-class experiences but would like to be,
- Is more likely to have family problems,
- Was less likely to prefer the Republican party and more likely to consider his political views liberal,
- Tends to live in the City or Town of Poughkeepsie.

II.

INTRODUCTION

STUDENT OPINION SURVEY

HISTORY OF THE STUDY

During the 1984-85 academic year, the State University of New York requested voluntary participation from its member campuses for a first University-wide student survey. The survey was designed to give students a first-hand opportunity to present their perceptions concerning the availability and quality of programs and services at their institutions. This state-wide information will be used to validate subjective information presented by presidents, vice-presidents, students, and sub-committees of Chancellor Wharton's Task Force on Improving the Quality of Student Life. Aggregate data were intended to be used and published by SUNY Central Administration while data for individual campuses were returned to their respective Institutional Research Offices for analyses.

Instruments employed for this survey were the American College Testing (ACT) ESS Student Opinion Surveys for Four Year Colleges and Two Year Colleges. ACT's instruments were selected because eleven SUNY institutions already use the survey, because SUNY and national norms would be available and because administration of the surveys would be comparatively easy. The instrument consisted of the following six sections:

I. Background Information
II. College Impressions
III. College Services
IV. College Environment
V. Additional Questions
VI. Comments and Suggestions

Sections I through IV were composed of ACT's standardized questions. Section V provided the opportunity for thirty additional questions to be asked. Of these, SUNY detailed ten system-specific questions and Dutchess Community College supplied ten additional ones. Section VI was open-ended and optional for student responses.

METHODOLOGY

A total of twenty-four 4-year colleges and nineteen 2-year colleges in the SUNY system participated in this project in the spring of 1985. Participating campuses returned 21,000 completed instruments to ACT for scoring and interpretation.

In order to receive 150-200 responses per report subgroup, it was recommended that at least 500 completed forms be returned from each community college. Thirty subgroups of students were identified to compare and contrast the responses of various student groups and to identify areas of relative strengths and weaknesses. A list of these thirty subgroups may be seen in Appendix A.

SUNY chose to request simple random samples (as opposed to cluster or stratified samples) to simplify incorporation into the system summary reports. At DCC, sampling by class was chosen, knowing that although it might possibly neglect some subgroups of students, it presented only a small non-response bias compared with the usual mail response rate.

Upon consultation with the Director of Scheduling at DCC and an ACT testing representative, the Institutional Research Office decided that classes meeting at 11:00 a.m. Monday morning and Monday evening classes would provide the most truly representative sample. From a master list of these, every third class was chosen. Sixty-one faculty members were then requested to administer the questionnaire on Monday, March 25, 1985. Com-

pleted surveys were received from a total of 760 students in 56 classes for a response rate of 92% by class.

When scoring of the instruments had been completed by ACT, frequencies and percents for the thirty subgroups of students, as well as comparisons with SUNY and national norms, were returned to the individual colleges. A comprehensive report was submitted to SUNY Central Administration.

III.

DATA

SECTION I

BACKGROUND INFORMATION

The Student Opinion Survey is especially important to the current, extensive market research of Dutchess Community College because it used a very carefully drawn sample which was large enough that its findings could be generalized to the entire College with an error range of less than ±.05 at the 95% confidence level. Also, it presented data never before available to the College.

In Section I, the finding with the greatest practical implications for the College was the answer to the question, "For what purpose did you enter this 2-year College?" Full-time students entered primarily to prepare for transfer to a 4-year college and secondarily to obtain an associate degree. Part-time students entered primarily to obtain an associate degree and secondarily to prepare for transfer to a 4-year institution. Figure 1 shows this in greater detail. Actual percentages for full-time and part-time students for these and all other questions may be found in Appendix B.

The second finding with important implications for marketing directions at the college was the response to the question, "Do you receive any type of federal, state, or college-sponsored student financial aid? (Scholarships, Grants, Work-Study, etc.)"

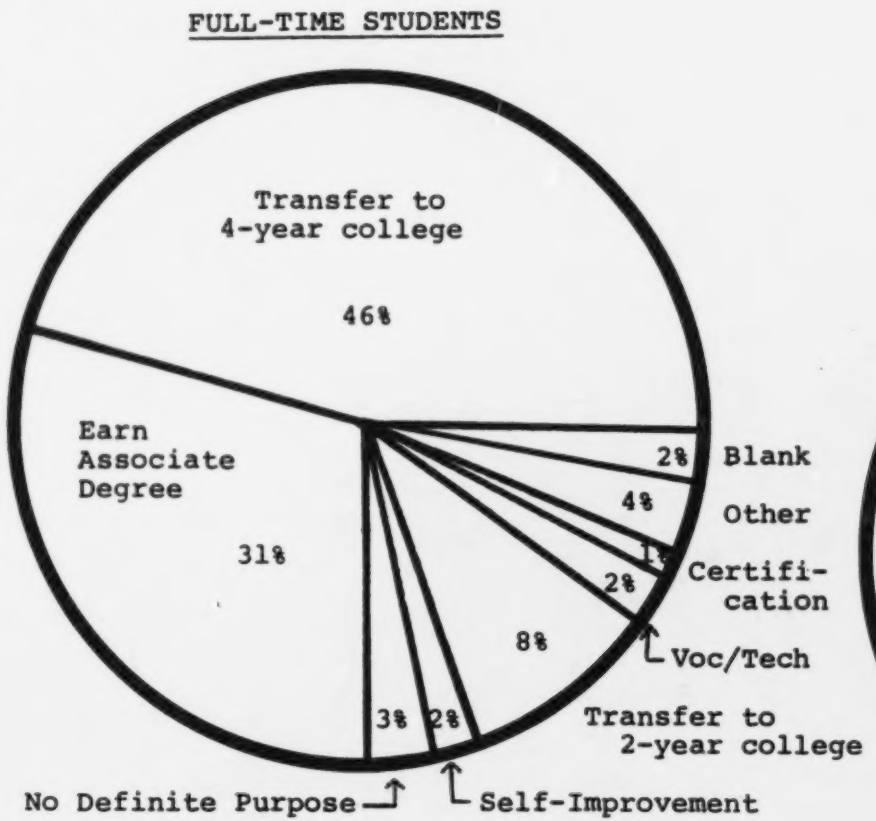
Two-thirds of the full-time students and 86% of the part-time students responded, "No". More than twice as large a percent of minorities as Caucasians reported receiving aid. Substantially larger percents of those under 22 years of age and those with lower grade-point averages received financial aid. Little difference was observed relative to curriculum or sex.

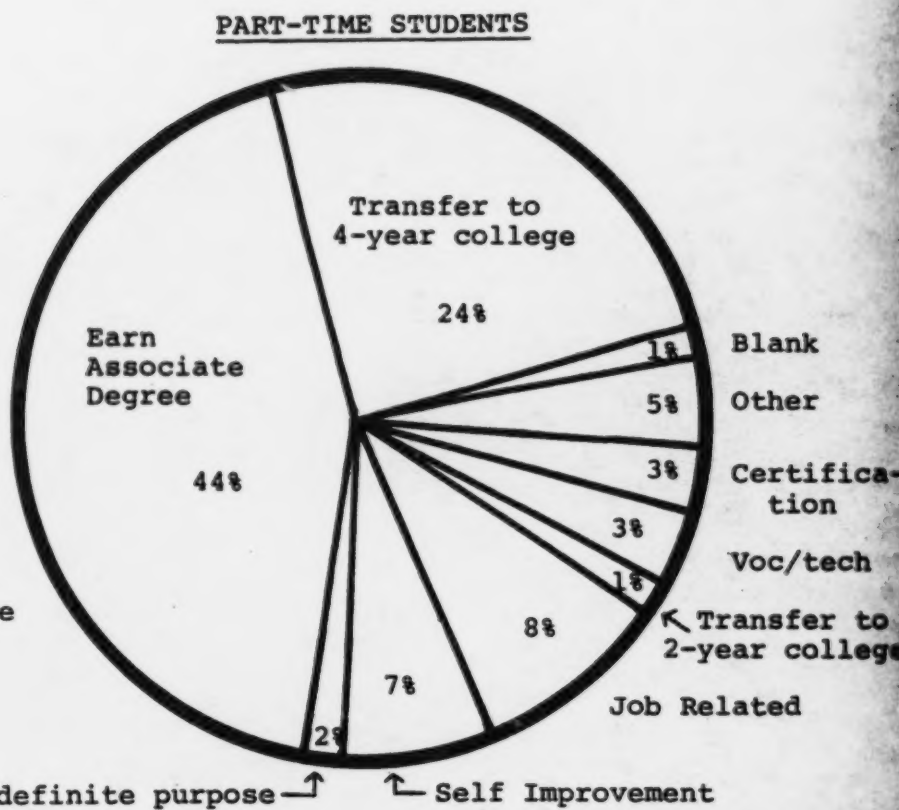
Other findings of interest from Section I, which have not been previously available to the College, concern marital status. As might be expected, almost all of the students under 22 years of age were not married. While two-thirds of those between the ages of 23-29 were not married, two-thirds of those over 30 were married. Almost three-quarters of those who reported being married also reported having dependent children. Of those with dependent children, one-quarter were single parents.

Of the full-time students, 61% said they entered DCC directly from high school and 20% after working for a period of time. Of the part-time students, 23% entered directly from high school and 44% after working for a period of time.

FIGURE 1

PURPOSE FOR ENTERING DUTCHESS COMMUNITY COLLEGE





SECTION II

COLLEGE IMPRESSIONS

Section II of the Student Opinion Survey attempted to measure student impressions of the College. When given a choice of twelve possible reasons, students were asked to rate the reasons as major, minor, or not a reason for selecting DCC. The four major reasons of convenient location, low cost, desired courses offered, and the opportunity to work while attending were selected as most important by both full-time and part-time students.

Decidedly NOT reasons for selecting DCC were: the social atmosphere, the size of the College, the availability of scholarship or financial aid, the advice of parents, high school counselors, teachers, or principals, or wanting to be with friends. These were even more strongly NOT reasons for part-time students than for full-time students.

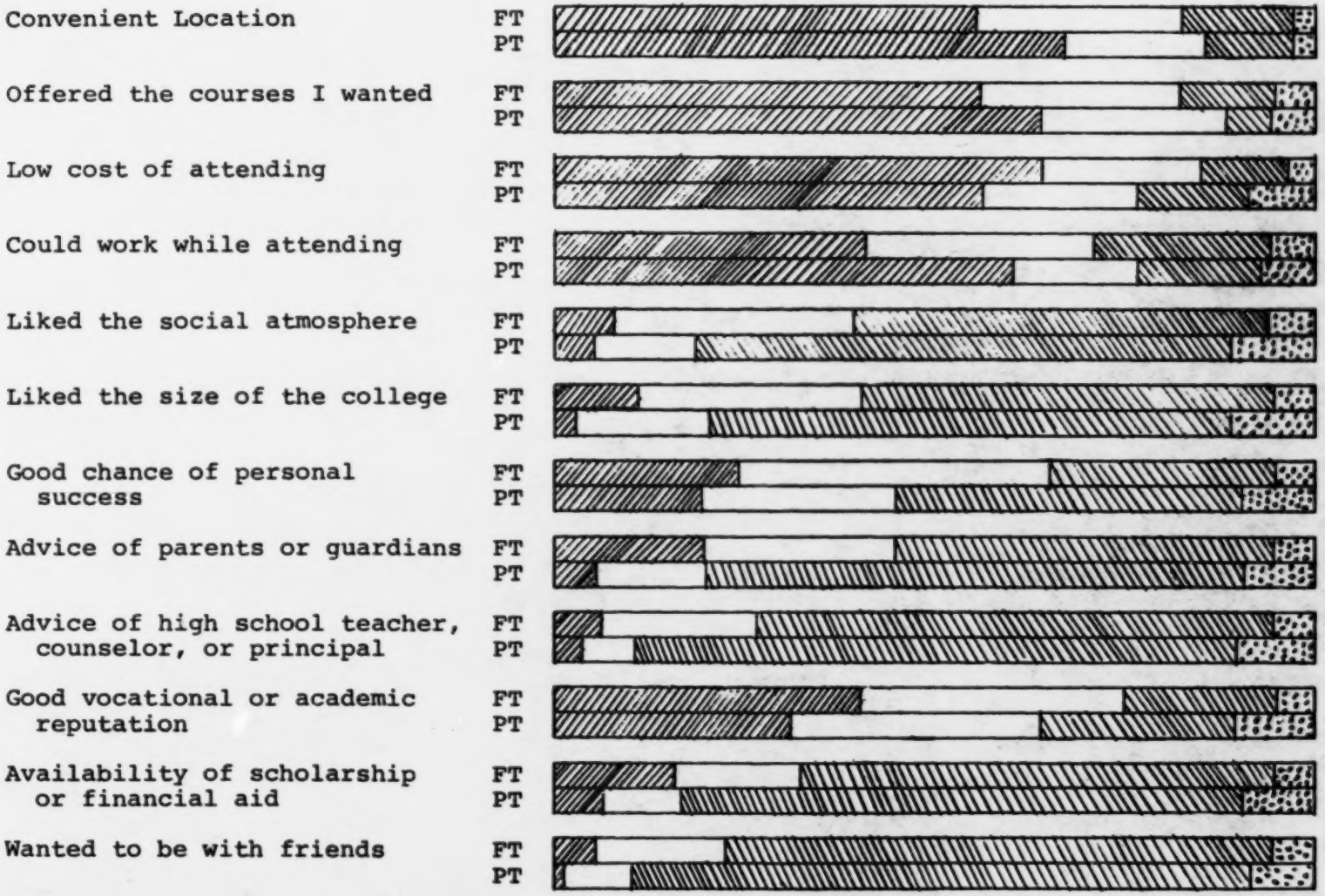
Only slightly more than one third of those receiving financial aid said it was a major reason for attending. An equal number said it was not a reason and 20% said it was a minor reason. Financial aid was a far more important reason for minorities and for those with GPAs below 2.0. It decreased in importance with increasing age.

Seventy percent of the full-time students and 80% of the part-time students said Dutchess had been their first choice. Asked if they could start college over, would they select DCC, two-thirds said definitely or probably yes. The older students were more likely to say yes.

Substantially more than three-fourths of the students said their overall impression of the quality of DCC was excellent or good. Part-time students, students who worked over 21 hours per week, and students who attended primarily evening classes rated the College somewhat lower.

FIGURE 2

REASONS FOR SELECTING DUTCHESS COMMUNITY COLLEGE
BY FULL-TIME AND PART-TIME STUDENTS



SECTION III

COLLEGE SERVICES

Section III measured student use of, and satisfaction with, twenty college services. The only services used by more than half of both full-time and part-time students were: the library/learning resource center, the parking facilities, the cafeteria food, and the academic advising/course planning. Additionally, 79% of the full-time students used the College orientation program.

Close to three-quarters or more of the students had NOT used the following services: personal counseling, vocational guidance/career planning, job placement, financial aid services, recreational and intramural, student health services, tutorial programs, student employment, college sponsored social activities, cultural programs, credit by examination, veterans services, or day care services.

The college services with which students expressed the greatest satisfaction were: the library/learning resource center, recreational and intramural services, student health services, college sponsored social activities, cultural programs, personal counseling services, and the use of computer services.

Students reported their greatest dissatisfaction with: the parking facilities, the College orientation program, job placement services, college sponsored tutorial programs, and student employment. Greater detail on student evaluation of all these services may be seen in Appendix B.

Comparisons between averages for DCC, SUNY community colleges, and community colleges nationally may be viewed in Table 1. A "satisfaction average" (Sat.Avg.) was determined by using a 5-point scale where 5 = Very Satisfied, 4 = Satisfied, 3 = Neutral, 2 = Dissatisfied, and 1 = Very Dissatisfied. Comparisons must be interpreted with caution since different administration modes were used, different audiences were surveyed, and different response rates were obtained at the various institutions. Also, some questions received very few responses due to limited use of the service. In addition, it should be remembered that, where SUNY scores 4.00 and DCC scores 3.87 (as in question #17), the lower score for DCC still indicates a fairly high degree of student satisfaction. This would not be true for question #18.

Any differences between SUNY and DCC "satisfaction averages" (last column in Table 1) that exceed .20 are probably not accountable by sampling bias. Where satisfaction average differences exceed .4, there is no question the institution is noticeably different. Thus, Table 1 indicates that DCC students are significantly more satisfied than other SUNY community college students with health services and day care services. They are significantly less satisfied with the College orientation program, veteran's services, and parking facilities and services.

TABLE 1

COMPARISON OF NATIONAL, SUNY, AND DCC COLLEGE SERVICE SATISFACTION AVERAGES
(Table by ACT)

College Service or Program	National Public College Sample		All SUNY Community Colleges		Dutchess Community College		Dutchess C.C. SUNY C.C. Difference
	% Used	Sat. Avg.	% Used	Sat. Avg.	% Used	Sat. Avg.	
1. Academic advising/course planning services.	59.9	3.83	63.6	3.83	60.5	3.73	-.10
2. Personal counseling services (for personal concerns and problems).	17.7	4.01	15.7	4.01	12.3	4.11	+.10
3. Vocational guidance/career planning services.	24.0	3.88	23.8	3.88	23.6	3.75	-.13
4. Job placement services.	13.7	3.62	12.8	3.69	16.5	3.55	-.14
5. Financial aid services.	41.7	4.04	46.1	3.93	27.8	3.88	-.05
6. Recreational and intramural programs and services.	25.7	4.07	23.9	4.11	20.2	4.18	+.07
7. Library/learning resources center facilities and services.	76.8	4.14	79.9	4.18	78.9	4.29	+.11
8. Resident hall programs and services.	13.7	3.50	14.8	3.64	4.1	3.79	+.15
9. Student health services.	14.8	4.11	13.7	4.01	10.1	4.32	+.31
10. College-sponsored tutorial services.	11.0	3.98	14.8	3.96	13.2	3.86	-.10
11. Student employment services.	13.6	4.03	9.9	3.86	11.7	3.88	+.02
12. Cafeteria/food services.	61.7	3.43	72.6	3.51	75.4	3.60	+.09
13. College-sponsored social activities.	31.0	3.82	31.8	3.89	27.7	4.07	+.18
14. Cultural programs and activities.	17.5	4.08	15.6	4.01	13.7	4.10	+.09
15. College orientation programs.	39.8	3.72	39.1	3.71	54.9	3.08	-.63
16. Credit-by-examination program (CLEP, etc.).	5.8	3.86	4.2	3.74	6.3	3.85	+.11
17. Computer services.	25.1	3.87	32.0	4.00	33.2	3.87	-.13
18. Parking facilities and services.	83.2	3.27	84.3	3.14	87.7	2.90	-.24
19. Veterans services.	6.3	4.01	4.2	3.98	2.8	3.64	-.34
20. Day care services.	3.0	4.23	2.4	3.93	2.6	4.50	+.57

BEST COPY AVAILABLE

SECTION IV

COLLEGE ENVIRONMENT

Overwhelmingly (85%), students were very satisfied or satisfied with Dutchess Community College in general. They were especially satisfied with the general condition and appearance of the buildings and grounds, the class size relative to the type of course, the classroom facilities, and the variety of courses offered. These high satisfaction levels were true for both full-time and part-time students. Additionally, part-time students expressed high satisfaction with the attitude of the teaching staff toward students.

By far, the area in which students expressed the greatest dissatisfaction was availability of courses at times they wanted (24.3%). Other areas in which 10% or more of the students expressed dissatisfaction were: general registration procedures, purposes for which the student activity fee is used, the College bookstore, the availability of an advisor, and the value of information provided by the advisor.

Comparisons between averages for DCC, SUNY community colleges, and community colleges nationally may be viewed in Table 2. The same interpretation caveats and scoring explanations that were discussed in Section III regarding Table 1 are also true for Table 2.

Table 2 shows that DCC students indicated significantly greater satisfaction with the general condition and appearance of the building and grounds than did other SUNY community college students. DCC students also indicated significantly greater dissatisfaction with the availability of adequate housing than did other SUNY community college students.

TABLE 2

COMPARISON OF NATIONAL, SUNY AND DCC COLLEGE ENVIRONMENT SATISFACTION AVERAGES
(Table by ACT)

College Environment	National Public College Sample Sat. Avg.	All SUNY Comm Colleges Sat. Avg.	Dutchess Comm College Sat. Avg.	Dutchess - All SUNY Community Colleges Difference
1. Testing/grading system.	3.91	3.84	3.79	-.05
2. Course content in your major area of study.	3.96	3.99	3.98	-.01
3. Quality of instruction in your major area of study.	4.03	4.04	4.01	-.03
4. Out-of-class availability of your instructors.	3.91	3.82	3.78	-.04
5. Attitude of the teaching staff toward students.	4.13	4.05	4.03	-.02
6. Variety of courses offered at this 2-year college.	3.92	3.97	4.12	+.15
7. Class size relative to type of course.	4.17	4.14	4.12	-.02
8. Flexibility to design your own program of study.	3.87	3.88	3.83	-.05
9. Availability of your advisor.	3.83	3.73	3.57	-.16
10. Value of information provided by your advisor.	3.79	3.69	3.52	-.17
11. Challenge offered by your program of study.	4.02	3.98	4.00	+.02
12. Preparation you are receiving for your chosen occupation.	3.90	3.86	3.83	-.03
13. General admissions/entry procedures.	3.78	3.68	3.61	-.07
14. Accuracy of college information you received before enrolling.	3.78	3.78	3.78	.00
15. Availability of financial aid information prior to enrolling.	3.62	3.66	3.51	-.15
16. Assistance provided by college staff when you entered this college.	3.78	3.71	3.63	-.08
17. College catalog/admissions publications.	3.96	3.97	3.98	+.01
18. Rules governing student conduct at this college.	3.73	3.74	3.75	+.01
19. Student voice in college policies.	3.37	3.35	3.37	+.02
20. Academic probation and suspension policies.	3.42	3.42	3.45	+.03

BEST COPY AVAILABLE

College Environment	National Public College Sample Sat. Avg.	All SUNY Comm Colleges Sat. Avg.	Dutchess Comm College Sat. Avg.	Dutchess - All SUNY Community Colleges Difference
21. Purposes for which student activity fees are used.	3.28	3.25	3.35	+.10
22. Personal security/safety at this college.	3.80	3.73	3.75	+.02
23. Classroom facilities.	3.91	3.80	3.94	+.14
24. Industrial arts/shop facilities (woodworking, mechanical, etc.).	3.50	3.37	3.39	+.02
25. Business-training facilities/equipment (computers, typewriters, etc.).	3.73	3.80	3.75	-.05
26. Laboratory facilities.	3.80	3.79	3.88	+.09
27. Athletic facilities.	3.69	3.77	3.75	-.02
28. Study areas.	3.83	3.81	3.87	+.06
29. Student community center/student union.	3.66	3.52	3.45	-.07
30. College bookstore.	3.70	3.66	3.69	+.03
31. Availability of adequate housing for students.	3.25	3.03	2.78	-.25
32. General condition and appearance of the buildings and grounds.	4.07	3.98	4.33	+.35
33. General registration procedures.	3.71	3.56	3.52	-.04
34. Availability of the courses you want at times you can take them.	3.48	3.39	3.33	-.06
35. Academic calendar for this college (semester system, etc.).	3.86	3.87	3.77	-.10
36. Billing and fee payment procedures.	3.78	3.74	3.77	+.03
37. Concern for you as an individual.	3.67	3.53	3.49	-.04
38. Attitude of the college nonteaching staff toward students.	3.69	3.57	3.60	+.03
39. Racial harmony at this college.	3.81	3.76	3.76	.00
40. Opportunities for student employment.	3.46	3.43	3.56	+.13
41. Opportunities for personal involvement in college activities.	3.67	3.63	3.66	+.03
42. Student government.	3.38	3.32	3.26	-.06
43. College media (college newspapers, campus radio, etc.).	3.56	3.50	3.43	-.07
44. This college in general.	4.07	4.02	4.09	+.07

BEST COPY AVAILABLE

SECTION V

ADDITIONAL QUESTIONS

As was stated earlier, Section V of ACT's Student Opinion Questionnaire provided the opportunity for the user to ask questions. SUNY supplied the first ten system-specific questions and DCC chose to ask ten additional questions. Percent responses from full-time and part-time students may be examined in Appendix C.

Section V was particularly valuable to DCC since it supplied information not previously available to the College. In this category were family income, parents' education, relatives or friends attending DCC, and campus safety. Prior to this study, reliable family income data had proved especially elusive. For this reason, Figure 3 details median incomes for various sub-groups.

For the total DCC student body, the median family income approached $37,000.* Students aged 23-29, students who worked 1-20 hours per week, students receiving financial aid, students in the health professions curricula, and minority students had decidedly lower median family incomes. The highest median incomes were reported by students not receiving financial aid, students in the business curricula, and students 22 years or younger.

* Median incomes were conservatively estimated from income integrals.

The highest level of formal education completed by the mothers of DCC students was similar for full-time and part-time students. The fathers of full-time students, on the other hand, had more formal education than the fathers of part-time students.

Approximately half of the students had family members who attended DCC and three-fourths had a personal friend who had attended DCC. Percents were slightly higher for full-time students than part-time students.

Of the factors listed in question 16, full-time students were most influenced to attend DCC by: (1) parents or guardians (2) friends who attended the College (3) DCC information mailed to their homes, and (4) DCC admissions literature. Part-time students cited the same influences but in the order (3),(2),(1), and (4).

Two-thirds of both full-time and part-time students are registered voters. Both types of students had large percents who had no party preference. When they did express a preference, the Republican party was chosen almost twice as often as the Democratic party. Although the largest percents of students described their views as politically "middle-of-the-road", part-time students described themselves more conservatively politically than did full-time students.

To help them integrate into the campus community, full-

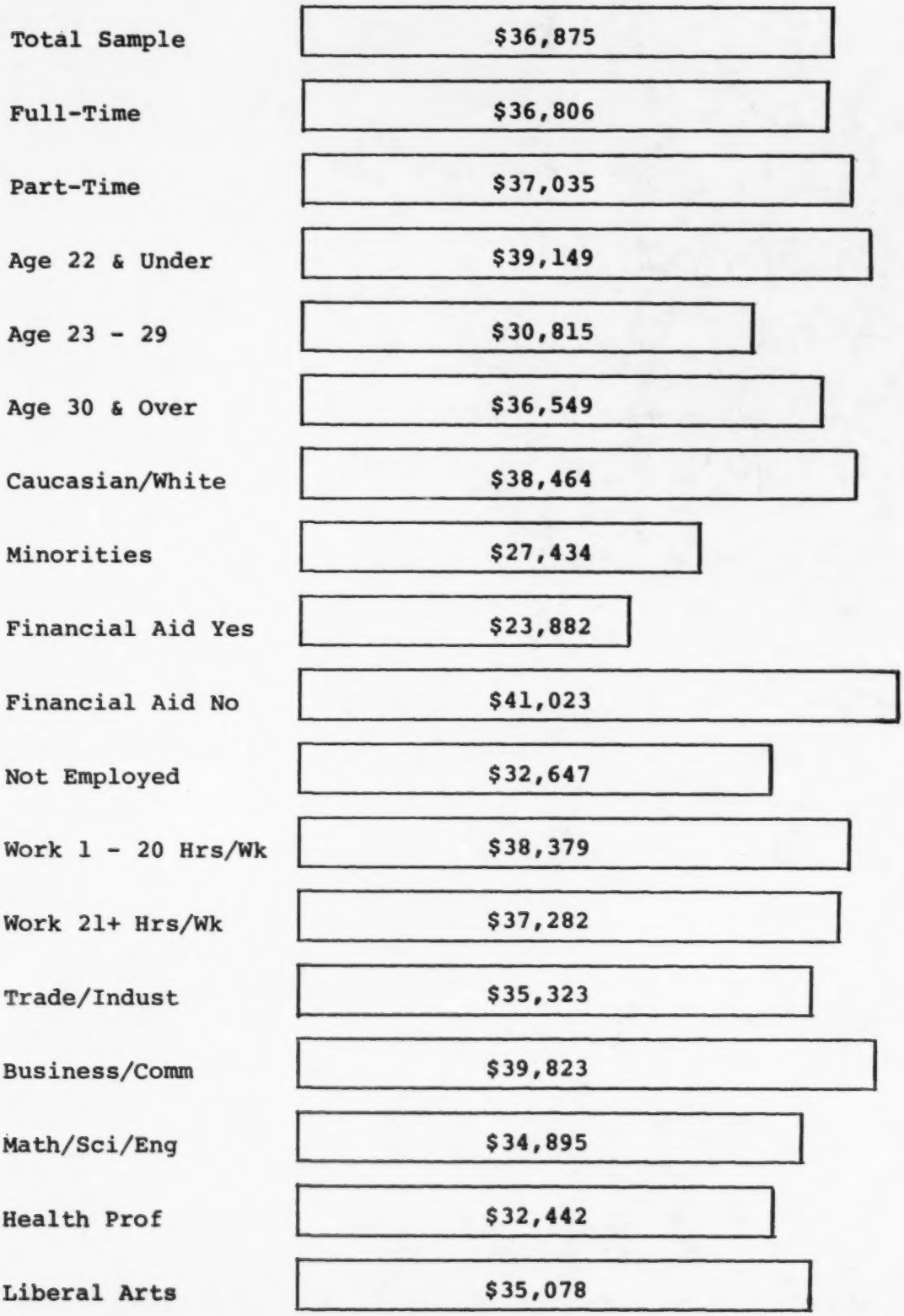
time students preferred socializing outdoors or in a lounge or cafeteria while part-time students preferred attending a performing arts show or socializing outdoors.

Both full-time and part-time students felt that the greatest impediments to faculty/student interaction were student apprehension in approaching faculty outside of the classroom and lack of incentives for faculty to interact with students outside of classrooms. It was of interest to note that part-time students (who are older) expressed almost as much apprehension about approaching faculty as did full-time students.

When asked which factor is in greatest need of improvement and would contribute most to the improvement of personal safety on campus, over 30% of both full-time and part-time students said the outside lighting system. It is especially noteworthy that the percents were similar for full-time and part-time students considering that full-time students take most of their classes during the day.

FIGURE 3

MEDIAN INCOMES FOR STUDENT SUBGROUPS



IV.

CONCLUSIONS

SUMMARY

Overall, students felt that the quality of education at Dutchess Community College was excellent or good and the College services satisfactory. They expressed desire for improvements in several services, such as better campus lighting, parking, orientation, academic advisement, registration procedures, and availability of courses at convenient times.

Full-time students stated they are attending DCC primarily to prepare for transfer to a 4-year college and secondarily to obtain an associate degree. Part-time students gave the same reasons but in reversed order. Convenient location, low cost of attending, desired courses offered, and the opportunity to continue working while attending were the major reasons both fulltime and part-time students selected the College. Full-time students reported being most influenced to attend DCC by: (1) parents or guardians (2) friends who attended DCC (3) DCC information mailed to their homes, and (4) DCC admissions literature (in that order). Part-time students were most influenced by the same factors but in the order of (3),(2),(1), and (4).

Although full-time and part-time students share certain characteristics, such as living within twenty miles of campus, working while attending College, and having median family incomes of approximately $37,000, the two groups are distinctly different markets and are composed of distinctly different market segments. The portraits of "typical" students on pages 5-14 clearly indicate how characteristics of various subgroups differ.

LIMITATIONS

The Student Opinion Survey used a sample large enough that its findings could be generalized to the entire College with an error range less than ±.05 at the 95% confidence level.

As the table below shows, respondent selection resulted in very similar percentages by sex for the campus and sample.

SPRING 1985

	DCC	SAMPLE
Male	42.5%	41.5%
Female	57.4%	58.5%
Full-time	42.6%	53.5%
Part-time	57.5%	46.2%

Ratios for full-time and part-time students in the sample were not as similar to the campus ratios. Although this could affect certain findings generalized to the total campus population, it is unlikely to affect descriptions of part-time student characteristics, satisfactions, influences, etc. that are the concern of the study.

When interpreting comparisons with national and SUNY community colleges, caution must be used since different audiences were surveyed, varying modes of survey administration were employed, and different response rates were received. Keeping in mind these cautions, it is still possible to distinguish significant differences as was done in Sections III and IV of the DATA chapter.

RECOMMENDATIONS

When marketing, emphasize convenient location, wide range of desirable courses, low cost of attending, broad vocational and academic reputation, and the fact that 80% of DCC students keep their jobs while attending. Stress the success of DCC's transfer programs when marketing to full-time students and the success of career programs when marketing to part-time students since these are the major purposes students gave for attending.

Aggressively market our low cost, our excellent faculty devoted to teaching, our relatively small classes (most are 15-24 students, only 1% have more than 50 students), our successful transfers, and our successful graduates. Emphasize financial aid to minority students but for other students do not give it more prominence than the ability to hold jobs.

Coordinate College-wide publications with a central theme. Have publications designed professionally to appeal to both students and their parents and to improve the image of the College. Use segmented mailings where market sensitive populations can be identified. Use successful alumni (with pictures and personalized stories) in prominent media promotions.

Consider using current DCC students (and DCC students who have transferred) for high school visits and for active conversations with high school students brought to campus with our new bus. Use recent graduates for in-person recruitment since 43% said they would be willing to help. Donation of services will help strengthen ties of new alumni to the College at a time when donation of money may be less acceptable.

Remember when marketing that the median family income for both full-time and part-time students is approximately $37,000. One-quarter of DCC students come from families with incomes over $50,000 and slightly less than one-quarter from families with incomes less than $20,000. Consider that since half of our students describe themselves as politically "middle-of-the road", they probably will be in the mainstream on other issues as well.

Improve the outside lighting system since both full-time and part-time students overwhelmingly gave this as the single most important factor that would contribute most to personal safety on campus.

Retain and enhance special orientations and services for returning students since one-third of the students entered DCC after working for a period of time instead of directly from high school. Maximize the opportunities for full-time students to socialize in a lounge or cafeteria, for part-time students to socialize at performing arts shows on campus, and for both to socialize outdoors.

Place professionally designed video cassettes which "tour" DCC in those high schools sending the largest number of students to the College. Also, place them in the DCC Admissions Office to loan to parents or prospective students to take home to view. Educate the Civil Service staff to the crucial role they play in marketing. Inspire them to use their contacts with students to best advantage for the College.

V.

APPENDICES

APPENDIX A
STATE UNIVERSITY OF NEW YORK
STUDENT OPINION SURVEY
TWO YEAR COLLEGE FORM SUB-GROUPS

1. AGE
   a. 22 and under
   b. 23 - 29
   c. 30 and over

2. RACIAL/ETHNIC
   a. Caucasian American/White
   b. Minority and other

3. COLLEGE GRADE AVERAGE
   a. 3.00 - 4.00 GPA
   b. 2.00 - 2.99 GPA
   c. 0.00 - 1.99 GPA

4. SEX
   a. Male
   b. Female

5. MARITAL STATUS
   a. Married
   b. Unmarried

6. DEPENDENT CHILDREN
   a. Yes
   b. No

7. EMPLOYMENT
   a. Not employed
   b. 1 - 20 hours/week
   c. 21 - 40+ hours/week

8. ENROLLMENT STATUS
   a. Full-time
   b. Part-time

9. NUMBER YEARS ATTENDED
   a. First year
   b. Not first year

10. CLASSES ATTENDED
    a. Day
    b. Other/Evening/Weekend

11. FINANCIAL AID
    a. Yes
    b. No

12. COLLEGE MAJOR
    a. Trade & Industrial
    b. Business & Commerce
    c. Math, Science & Engineering
    d. Health Profession
    e. Behavioral & Social Science; Fine Arts & Letters; L.A.

ACT

STUDENT OPINION SURVEY

TWO-YEAR COLLEGE FORM

APPENDIX B
STUDENT OPINION SURVEY RESULTS
FULL-TIME/PART-TIME PERCENTS
N = 406/351

SECTION I

B. AGE

18 or under	=	18%/ 4%
19	=	34%/ 6%
20	=	21%/ 6%
21	=	11%/ 7%
22	=	4%/ 5%
23 to 25	=	6%/20%
26 to 29	=	2%/15%
30 to 39	=	2%/24%
40 to 61	=	2%/12%
62 or over	=	.2%/.3%
Blank	=	.5%/.9%

C. RACIAL/ETHNIC GROUP

Afro-American/Black	=	5%/ 3%
American Indian or Alaskan Native	=	.2%/ 0%
Caucasian-American/White	=	80%/86%
Mexican American/Chicano	=	.2%/ 0%
Asian American/Oriental/Pacific Islander	=	2%/ 3%
Puerto Rican/Cuban/or other Hispanic origin	=	2%/.9%
Other	=	5%/ 2%
Prefer Not to Respond	=	4%/ 3%
Blank	=	2%/ 3%

D. FOR WHAT PURPOSE DID YOU ENTER THIS 2-YEAR COLLEGE?

No definite purpose in mind	=	3%/ 2%
To take a few courses in self-improvement	=	.2%/ 7%
To take a few job related or job required courses	=	2%/ 8%
To take courses necessary for transfer to another 2-year college	=	9%/ 3%
To take courses necessary for transferring to a 4-year college or university	=	46%/24%
To complete a vocational/technical program	=	2%/ 3%
To obtain or maintain a certification	=	1%/ 3%
To obtain an associate degree	=	31%/44%
Other	=	4%/ 5%
Blank	=	2%/ 1%

E. INDICATE YOUR OVERALL COLLEGE GRADE AVERAGE.

A- to A	=	14%/22%
B to A-	=	22%/27%
B- to B	=	24%/19%
C to B-	=	26%/16%
C- to C	=	8%/ 5%
D to C-	=	.7%/ 1%
Below D	=	.2%/.3%
Have not established a grade point average	=	3%/ 8%
Does not apply	=	.2%/ 1%
Blank	=	.5%/ 1%

F. SEX

Male	=	44%/38%
Female	=	56%/62%
Blank	=	0%/ 0%

G. MARITAL STATUS

Unmarried	=	93%/60%
Married	=	5%/38%
Separated	=	.5%/ 1%
Prefer Not to Respond	=	2%/.9%
Blank	=	0%/ 0%

H. NUMBER OF DEPENDENT CHILDREN

None	=	94%/63%
One	=	2%/10%
Two	=	3%/17%
Three	=	0%/ 5%
Four or more	=	.7%/ 3%
Blank	=	.2%/ 1%

I. NUMBER OF HOURS PER WEEK CURRENTLY EMPLOYED

0 or occasional jobs	=	24%/ 9%
1 to 10	=	8%/ 4%
11 to 20	=	35%/ 6%
21 to 30	=	23%/12%
31 to 40	=	8%/40%
over 40	=	2%/27%
Blank	=	1%/ 0%

J. CURRENT ENROLLMENT STATUS AT THIS 2-YEAR COLLEGE

Full-time	=	100%/ 0%
Part-time	=	0%/100%
Blank	=	0%/ 0%

K. NUMBER OF YEARS HAVE ATTENDED THIS COLLEGE

1 year	=	50%/38%
2 years	=	36%/24%
3 years	=	10%/16%
4 or more years	=	1%/16%
Blank	=	2%/ 5%

L. WHICH TYPE OF CLASSES DO YOU MOST FREQUENTLY ATTEND?

Day classes	=	94%/24%
Evening classes	=	4%/76%
Weekend classes	=	0%/ 0%
Other	=	0%/.6%
Blank	=	1%/.3%

M. WHICH OF THE FOLLOWING WAS TRUE FOR YOU AT THE TIME YOU FIRST ENTERED THIS 2-YEAR COLLEGE?

Entered directly from high school	= 61%/23%
Entered after working for a period of time	= 20%/44%
Transferred from another 2-year college	= 3%/ 3%
Transferred from a 4-year college or university	= 7%/ 4%
Entered after completing military service	= 2%/ 3%
Other	= 7%/22%
Blank	= .2%/ 1%

N. HOW FAR FROM THIS 2-YEAR COLLEGE DO YOU CURRENTLY LIVE?

Less than 1 mile	= 3%/.9%
1 - 5 miles	= 20%/25%
6 - 10 miles	= 20%/20%
11 - 20 miles	= 36%/34%
21 - 40 miles	= 19%/18%
Over 40 miles	= 1%/ 1%
Blank	= 0%/ 0%

O. DO YOU RECEIVE ANY TYPE OF FEDERAL, STATE OR COLLEGE-SPONSORED STUDENT FINANCIAL AID? (scholarships, grants, work-study,etc.)

Yes	= 34%/13%
No	= 66%/86%
Blank	= .2%/.3%

P. CURRENT AREA OF STUDY

Undecided	= 2%/ 3%	Applied/Fine Arts	= 3%/ 1%
Agriculture	= .5%/.6%	Health Professions	= 10%/16%
Architecture	= .5%/.3%	Letters	= 2%/ 1%
Biological Sciences	= 2%/.9%	Social Science	= 4%/ 3%
Business/Commerce	= 34%/25%	Engineering	= 8%/ 9%
Communications	= 4%/.9%	Computer Science	= 13%/13%
Education	= 1%/ 3%	Mathematics	= 2%/ 4%
General Studies	= 1%/ 3%	Foreign Language	= .5%/.9%
Home Economics	= 0%/.3%	Physical Science	= 2%/ 3%
Community Service	= 5%/ 2%	Trade/Technical	= 4%/ 4%
Blank	= 3%/ 3%		

Q. OCCUPATIONAL CHOICE

Undecided	= 5%/ 7%	Computer Science	= 12%/12%
Agriculture	= 1%/.9%	Education	= 2%/ 4%
Architecture	= .5%/.6%	Engineering	= 8%/11%
Biological Sciences	= 1%/.6%	Applied/Fine Arts	= 4%/.9%
Business/Commerce	= 29%/24%	Foreign Language	= .2%/ 0%
Communications	= 4%/ 1%	Health Professions	= 12%/18%
Home Economics	= .5%/.3%	Letters	= 1%/.3%
Mathematics	= .2%/.6%	Physical Science	= 1%/.9%
Community Service	= 7%/ 3%	Social Sciences	= 3%/ 2%
Trade/Technical	= 6%/ 5%	General Studies	= 0%/.3%
Blank	= 4%/ 8%		

SECTION II

A. INDICATE WHETHER EACH OF THE FOLLOWING WAS A MAJOR REASON, MINOR REASON, OR NOT A REASON THAT YOU SELECTED THIS PARTICULAR COLLEGE.

Reason	Major Reason	Minor Reason	Not a Reason	Blank
Convenient location	55/68*	28/17	14/11	4/ 4
Offered the courses I wanted	55/63	27/24	11/ 6	7/ 7
Low cost of attending	62/56	20/20	13/14	5/10
Could work while attending	41/60	29/17	23/14	6/9
Liked the social atmosphere	9/ 5	32/12	53/71	6/12
Liked the size of the college	10/ 3	29/17	54/68	6/12
Good chance of personal success	23/18	40/24	30/46	7/12
Advice of parents or guardians	18/ 6	25/13	50/70	6/12
Advice of high school teacher, counselor, or principal	6/ 3	19/ 6	68/78	7/13
Good vocational or academic reputation	40/31	34/33	20/24	5/12
Availability of scholarship or financial aid	15/ 6	15/ 9	64/72	6/12
Wanted to be with friends	5/ 1	16/ 7	72/80	6/11

B. INDICATE YOUR RATING OF THIS 2-YEAR INSTITUTION AT THE TIME YOU APPLIED FOR ADMISSION.

First Choice	=	69%/80%
Second Choice	=	14%/11%
Third Choice	=	7%/ 3%
Fourth choice or lower	=	8%/.9%
Blank	=	2%/ 5%

C. IF YOU COULD START COLLEGE OVER, WOULD YOU CHOOSE TO ATTEND DCC?

Definitely yes	=	22%/26%
Probably yes	=	39%/41%
Uncertain	=	20%/17%
Probably no	=	11%/ 8%
Definitely no	=	7%/ 5%
Blank	=	.5%/ 2%

D. WHAT IS YOUR OVERALL IMPRESSION OF THE QUALITY OF EDUCATION AT THIS TWO-YEAR COLLEGE?

Excellent	=	28%/20%
Good	=	57%/58%
Average	=	13%/19%
Below Average	=	.2%/ 1%
Very Inadequate	=	.5%/ 0%
Blank	=	.5%/ 1%

* Numbers in this table are percents.

SECTION III

PART A: FOR EACH SERVICE (OR PROGRAM) LISTED BELOW, INDICATE WHETHER OR NOT YOU HAVE USED THE SERVICE.

	Not available here	NOT used service	HAVE used service	Blank
1. Academic advising/ Course Planning	0%/ 0%	31%/41%	65%/55%	4%/ 4%
2. Personal counseling services	1%/ 1%	83%/83%	13%/11%	3%/ 4%
3. Vocational guidance/ career planning services	.2%/.9%	68%/76%	28%/19%	3%/ 4%
4. Job placement services	.7%/.9%	76%/84%	21%/11%	2%/ 4%
5. Financial services	0%/.3%	62%/77%	35%/19%	2%/ 3%
6. Recreational & intramural services	.7%/.6%	70%/83%	26%/13%	3%/ 4%
7. Library/learning resource center	.2%/ 0%	7%/30%	89%/67%	4%/ 3%
8. Residence Hall	37%/22%	54%/70%	4%/ 4%	4%/ 4%
9. Student Health services	4%/ 2%	79%/87%	13%/ 7%	4%/ 4%
10. College-sponsored tutorial programs	.2%/.6%	80%/87%	17%/ 9%	2%/ 3%
11. Student Employment	1%/.9%	80%/89%	16%/ 7%	3%/ 4%
12. Cafeteria Food	0%/.9%	10%/33%	87%/62%	4%/ 4%
13. College-sponsored social activities	1%/.9%	60%/77%	36%/18%	3%/ 4%
14. Cultural programs	2%/ 1%	80%/83%	15%/12%	3%/ 3%
15. College orientation program	.2%/.6%	17%/69%	79%/28%	4%/ 3%
16. Credit by Examination	7%/ 2%	79%/90%	8%/ 5%	6%/ 4%
17. Computer Services	1%/ 1%	52%/74%	44%/21%	4%/ 3%
18. Parking facilities	.2%/ 1%	8%/ 7%	88%/88%	4%/ 4%
19. Veterans Services	4%/ 3%	90%/91%	3%/ 3%	3%/ 3%
20. Day Care Services	1%/.9%	95%/93%	2%/ 3%	2%/ 3%

SECTION III.

PART B: IF YOU HAVE USED THE SERVICE, INDICATE YOUR LEVEL OF SATISFACTION WITH THE SERVICE.

	Very Satis-fied	Satis-fied	Neu-tral	Dis-satis-fied	Very Disat-isfied	Blank
1. Academic Advising/ Course Planning	17/15*	47/57	24/17	10/ 8	2/ 2	1/ 2
2. Personal Counseling	37/38	41/36	13/10	6/ 3	0/ 5	4/ 8
3. Vocational guidance/ career planning	18/20	51/38	20/23	5/11	2/ 3	4/ 6
4. Job Placement	22/18	34/36	21/15	13/10	5/10	6/10
5. Financial Services	29/40	35/34	20/12	6/ 7	6/ 2	4/ 6
6. Recreational & Intra-mural Services	39/20	47/59	9/ 9	.9/ 2	.9/ 2	3/ 9
7. Library/learning resource center	36/38	52/53	8/ 5	.8/.4	.3/ 0	2/ 3
8. Residence Hall	12/14	47/21	29/29	0/ 0	0/ 0	12/36
9. Student Health Services	45/29	38/46	6/ 4	0/ 4	2/ 0	9/17
10. College-sponsored tutorial program	25/34	43/38	9/ 3	9/ 6	3/12	12/ 6
11. Student Employment	25/38	45/17	14/12	11/12	0/ 4	6/17
12. Cafeteria Food	13/12	45/52	30/24	9/ 6	2/ 5	2/ 1
13. College-sponsored	33/28	49/41	12/12	2/ 3	2/ 5	2/11
14. Cultural programs	28/26	51/49	13/ 2	2/ 2	0/ 5	7/16
15. College orientation program	10/ 5	27/35	33/40	14/ 7	14/ 9	2/ 4
16. Credit by Examination	34/19	28/25	25/ 6	0/ 6	0/19	12/'2
17. Computer Services	25/15	53/49	13/15	3/ 9	3/ 7	3/ 5
18. Parking Facilities	3/ 7	25/42	24/24	26/14	21/10	2/ 3
19. Veterans Services	8/22	25/22	25/11	8/11	0/ 0	33/33
20. Day Care Services	11/54	33/ 9	11/ 0	0/ 0	0/ 0	44/36

* Numbers in this table are percents.

SECTION IV - PLEASE INDICATE YOUR LEVEL OF SATISFACTION WITH EACH OF THE FOLLOWING. IF ANY ITEM IS NOT APPLICABLE TO YOU OR TO THIS COLLEGE, FILL IN THE "DOES NOT APPLY" COLUMN. PLEASE RESPOND TO EACH ITEM BY CHOOSING ONLY ONE OF THE SIX ALTERNATIVES.

	Very Satis-fied	Satis-fied	Neu-tral	Dis-satis-fied	Very Dissat-isfied	Does Not Apply	Blank
1. Testing/grading system	9/16*	61/63	18/15	9/ 3	2/.6	.2/.9	1/ 1
2. Course content in major	22/23	53/55	15/11	5/ 3	2/.9	1/ 5	2/ 2
3. Quality of instruction in major	28/26	49/48	13/14	6/ 3	.7/ 2	2/ 4	3/ 2
4. Out-of-class availability of instructors	20/17	43/42	26/26	5/ 4	2/.6	2/ 9	1/ 1
5. Attitude of teaching staff toward students	23/32	52/51	16/13	5/ 1	1/ 1	.2/.6	2/ 1
6. Variety of courses offered at Dutchess Community College	32/30	52/50	10/12	4/ 2	.7 / 1	0/ 3	2/ 2
7. Class size relative to the type of course	24/29	59/59	14/ 8	1/ 2	.2 /0	.2/.3	1/ 1
8. Flexibility to design own program of study	23/20	40/41	24/18	6/ 4	3/.9	3/13	1/ 2
9. Availability of advisor	15/11	44/29	25/26	10/ 5	4/ 2	1/24	1/ 2
10. Value of information provided by advisor	14/11	38/28	31/25	8/ 5	5/ 3	3/24	2/ 3
11. Challenge offered by own program of study	21/22	57/53	16/14	3/ 2	.7/.3	1/ 5	2/ 3
12. Preparation you are receiving for chosen occupation	19/17	48/45	24/20	4/ 3	2/ 1	2/10	1/ 3

*Numbers in this table are percents.

	Very Satis-fied	Satis-fied	Neu-tral	Dis-satis-fied	Very Dissat-isfied	Does Not Apply	Blank
13. General admissions/entry procedures	8/14*	46/50	34/16	8/ 6	2/ 3	1/ 7	2/ 3
14. Accuracy of college information received before enrollment	11/15	53/54	26/20	5/ 3	1/.9	2/ 5	1/ 3
15. Availability of financial aid information prior to enrolling	12/ 8	32/27	28/23	8/ 6	3/ 1	15/33	2/ 2
16. Assistance provided by the college staff when you entered this college	12/11	44/39	34/25	6/ 5	2/ 1	2/16	1/ 3
17. College catalogue/admissions publications	20/21	56/56	18/14	2/ 2	.7/.9	1/ 5	1/ 3
18. Rules governing student conduct at this college	9/ 9	52/48	31/25	.7/.9	.7/ 0	4/13	2/ 3
19. Student voice in college	3/ 5	31/23	48/36	3/ 3	4/ 0	9/29	1/ 3
20. Academic probation and suspension policies	3/ 4	34/24	46/36	2/.6	1/ 0	13/32	1/ 3
21. Purposes for which student activity fee used	10/ 7	34/26	34/38	11/ 5	6/ 3	3/17	2/ 4
22. Personal security/safety at this college	16/14	50/46	25/24	4/ 4	2/ 2	1/ 7	2/ 3
23. Classroom facilities	12/15	73/65	12/11	2/ 5	.7/ 0	.2/ 3	1/ 2
24. Industrial Arts/Wood Shop facilities	3/ 2	16/ 8	28/20	1/.6	.7/ 0	50/66	2/ 3
25. Business training facilities equipment	13/ 7	39/27	20/16	2/ 3	1/ 1	22/42	2/ 3
26. Laboratory services	17/ 9	43/32	18/14	2/ 2	.2/.9	19/38	2/ 3

	Very Satis-fied	Satis-fied	Neu-tral	Dis-satis-fied	Very Dissat-isfied	Does Not Apply	Blank
27. Athletic services	13/ 5*	41/26	23/18	2/ 1	1/ 0	18/46	2/ 3
28. Study areas	19/11	60/47	12/17	6/ 2	1/ 1	1/19	1/ 2
29. Student community center	5/ 4	28/21	39/26	3/ 1	2/.6	23/43	2/ 4
30. College bookstore	11/14	57/57	17/13	9/ 8	4/ 3	0/ 3	2/ 2
31. Availability of adequate housing	.2/.6	2/ 3	13/14	3/.9	4/ 1	75/78	2/ 3
32. General condition & appearance of building & grounds	47/35	43/50	7/10	.2/ 0	.7/ 0	.5/ 3	2/ 2
33. General registration procedures	7/12	50/58	27/14	10/ 8	6/ 6	0/.9	1/ 2
34. Availability of courses you want at times you can take	8/15	35/44	29/16	20/17	7/ 4	.2/ 1	1/ 2
35. Academic calendar	11/13	54/61	25/16	7/ 2	2/ 1	.2/ 3	2/ 3
36. Billing & fee payment procedures	9/12	59/64	24/15	4/ 3	2/ 2	.7/ 2	1/ 2
37. Concern for you as an individual	6/ 8	46/43	34/36	9/ 4	3/ 2	2/ 5	1/ 3
38. Attitude of the college non-teaching staff toward students	8/ 7	47/46	32/26	6/ 3	3/.6	3/14	1/ 3
39. Racial harmony at school	9/12	56/45	28/26	3/ 0	.7/.3	3/14	1/ 3
40. Opportunities for student	10/ 3	34/18	30/27	3/.6	.5/.9	22/48	1/ 3
41. Opportunities for personal involvement in college activities	13/ 5	44/26	30/26	3/ 2	.5/.3	8/38	1/ 3
42. Student government	3/ 2	22/14	48/32	4/ 2	3/.6	18/46	1/ 3
43. College media	7/ 3	36/26	38/30	7/ 3	3/.9	8/34	1/ 3
44. College in general	25/22	61/62	10/11	2/.9	.2/.3	.2/ 1	1/ 2

*Numbers in this table are percents.

SECTION V

1. During the past year growing concern over drunk driving and alcohol abuse has led many state legislatures to pass new laws on alcohol use. Many campuses have also modified their alcohol use policies. Would you please indicate your opinion on which alcohol regulations would best fit your campus?

31%/43% = Alcohol use should be totally prohibited on campus.
6%/ 3% = There should be no restriction on alcohol use on campus.
62%/48% = Alcohol may only be served within agreed upon limitations and with guidelines, including the provision for an availability of alternative non-alcoholic beverages and food.
2%/ 6% = Blank

2. Which answer best describes your current voter registration status?

6%/ 4% = Not eligible to register because of age, felony conviction, or citizenship status.
2%/ 3% = Registered with campus address.
53%/55% = Registered with an off-campus address, but within the same county as campus.
11%/ 8% = Registered in another county within New York State.
1%/ 1% = Registered in another state.
6%/ 4% = Not registered because of inconvenience.
.2%/ 1% = Not registered to avoid jury duty.
3% 3% = Not registered due to dissatisfaction with the political system.
15%/15% = Not registered for other reasons.
2%/ 6% = Blank

3. In your opinion which one of the following factors is in greatest need of improvement/development and would contribute most to the improvement of personal safety on campus.

30%/30% = The outside lighting system.
3%/ 1% = Escort service.
10%/ 8% = Installation of outside emergency telephones.
6%/12% = Increase the number of public safety/security guards.
3%/ 4% = Safety awareness program.
2%/ 3% = Safer landscaping.
0%/ 0% = Dorm lockup.
3%/ 3% = Restricted access to campus from outside. (non-students)
1%/ 3% = More aggressive prosecution of alleged offenders.
37%/25% = No improvement needed.
4%/ 9% = Blank

4. A significant amount of the student association budgets is appropriated to intercollegiate athletics. The amount/percentage varies with each campus. Assuming intercollegiate athletics will continue at SUNY campuses, do you favor the funds needed to support intercollegiate athletics come from primarily from:

48%/42% = Contributions from the student association budget.
50%/49% = Separate athletic fee.
2%/ 8% = Blank

5. Faculty/student interaction has been shown to increase student retention and enhance the academic experience of both the faculty member and student. In your opinion which one of the following items most impedes the faculty/student interaction process on your campus.

4%/ 3% = Excessive pressure on the faculty member for research and publications.
7%/ 7% = Faculty involvement in professional activities which do not include student contact.
12%/10% = Lack of interest on the part of faculty member.
22%/18% = Lack of incentive for faculty to interact with student outside of classroom.
30%/25% = Apprehension by students to approach faculty outside of classroom.
4%/ 3% = Apprehension by faculty to approach students outside of classroom.
9%/ 9% = Excessive teaching loads.
2%/ 2% = Excessive committee assignments by faculty.
9%/22% = Blank

6. More and more students are looking to supplement their academic credentials with out-of-classroom experiences that demonstrate their familiarity with leadership and management skills. Examples of these positions/programs are resident assistantships, union building manager, student government officers, student senate, residence hall governance, fraternities, sororities, clubs, athletics and intramural programs. Select the item that best describes your out of classroom involvement.

18%/11% = Involved and satisfied.
4%/ 1% = Involved and not satisfied.
32%/20% = Not involved but would like to be.
42%/57% = Not involved and I do not wish to be.
4%/10% = Blank

7. During the past year which one of the following items was the most serious problem for which you needed professional assistance.

5%/ 3% = Personal relationships.
5%/ 4% = Family problems.
1%/ 1% = Drug/alcohol abuse.
3%/ 3% = Self-concept.
2%/ 4% = Eating disorder.
.7%/.6% = Rape or sexual assault.
.7%/.6% = Pregnancy.
.7%/.3% = Abortion.
4%/ 4% = Suicidal thoughts.
2%/.9% = Death of family member or friend.
6%/ 8% = Other problem.
66%/61% = No problem/did not seek help.
5%/ 9% = Blank

8. Relating to the problem you listed above, which answer best describes the assistance offered you on your campus.

 7%/ 4% = Assistance was available and helpful.
 3%/ 3% = Assistance was available and not helpful.
 4%/ 3% = Assistance was not available.
20%/20% = I did not seek assistance.
58%/61% = No problem/did not seek help.
 4%/ 9% = Blank

9. Campuses offer, through insurance carriers, a variety of student health insurance options which vary considerably in price and benefit coverage. A number of institutions have participated in a pilot project which requires students to carry health insurance either through a campus program or comparable personal/family coverage. It has been proposed that the mandatory health insurance requirement be extended to all campuses and that such a broad-based program would appear to lower the cost and increase benefit coverage. Given the above information, would you favor (choose one option that best fits your opinion).

31%/26% = A mandatory student health insurance program with a waiver for comparable coverage through family/personal policy.
 8%/ 5% = A mandatory student health insurance program with no waiver.
54%/54% = No mandatory requirement but a local voluntary insurance option.
 6%/13% = Blank.

10. To help us determine what types of programming, facilities and services are most apt to help a student integrate into the campus community, please choose one activity which you prefer to participate in during your out-of-class time:

 8%/18% = Attending a performing arts show.
 3%/ 5% = Attending a fine arts exhibit.
 6%/ 6% = Attending an inter-collegiate athletic event.
 9%/ 3% = Participating in intramurals.
10%/ 8% = Participating in spontaneous athletic activities and open recreation.
 7%/ 4% = Socializing in a campus pub.
14%/ 7% = Socializing in a lounge or cafeteria.
 2%/ 2% = Attending religious activities.
 8%/ 9% = Going to an off-campus pub.
.5%/.3% = Returning to residence on campus.
 9%/ 6% = Returning to residence off-campus.
17%/16% = Socializing outdoors.
 7%/15% = Blank

11. Which political party do you prefer?

16%/18% = Democratic Party
30%/30% = Republican Party
 5%/ 3% = Other
44%/38% = No Party Preference
 5%/11% = Blank

12. How would you describe your political views?

23%/20% = Liberal
56%/46% = Middle of the road
14%/22% = Conservative
 6%/11% = Blank

13. Do you feel that men and women are treated with equal fairness at the College?

86%/80% = Yes
10%/10% = No
 4%/10% = Blank

14. Has any member of your family attended Dutchess Community College?

 7%/ 4% = Mother
 5%/ 2% = Father
15%/14% = Brother
16%/11% = Sister
10%/14% = Other relative
37%/40% = No
10%/15% = Blank

15. Has a personal friend ever attended Dutchess Community College?

80%/75% = Yes
16%/14% = No
 4%/ 9% = Blank

16. Which most influenced your decision to attend DCC?

35%/16% = Parent or Guardian
 7%/ 5% = High school counselor or principal
21%/19% = Friend who attended the College
.7%/ 1% = College recruiter
10%/14% = DCC admissions literature
13%/25% = DCC information mailed to my home.
.7%/ 4% = Newspaper publicity about the College
.2%/ 4% = Newspaper advertising
 0%/ 0% = Radio advertising
11%/13% = Blank

17. What is your family income? (The total income of all related people living under one roof.)

 9%/ 4% = $10,000 or less
 9%/12% = $10,000 to $20,000 a year
16%/17% = $20,000 to $30,000 a year
18%/16% = $30,000 to $40,000 a year
12%/11% = $40,000 to $50,000 a year
 9%/10% = $50,000 to $60,000 a year
13%/11% = Over $60,000 a year
14%/18% = Blank

18. What is the highest level of formal education completed by your mother?

 3%/ 8% = Eighth grade or less
10%/ 8% = Some high school
35%/35% = High school graduate or GED
 7%/10% = Technical or business school beyond high school.
11%/ 5% = Some college
 6%/ 3% = Two Year College graduate
 7%/ 8% = Four Year College graduate
 2%/ 3% = Some graduate study
 5%/ 4% = Graduate degree
 7%/ 4% = Do not know
 7%/10% = Blank

19. What is the highest level of formal education completed by your father?

 6%/11% = Eighth grade or less
 7%/11% = Some high school
23%/25% = High school graduate or GED
 8%/ 9% = Technical or business school beyond high school.
11%/ 4% = Some college
 4%/ 5% = Two Year College graduate
14%/ 8% = Four Year College graduate
 2%/ 1% = Some graduate study
11%/ 8% = Graduate degree
 7%/ 4% = Do not know
 8%/11% = Blank

20. Where do you live?

 9%/ 8% = City of Poughkeepsie
14%/18% = Town of Poughkeepsie
13%/11% = Wappinger
 6%/ 5% = East Fishkill
 3%/ 5% = Fishkill
 7%/ 5% = LaGrange
 3%/ 2% = Pleasant Valley
24%/24% = Other Dutchess County town
14%/12% = In New York State but not in Dutchess County
 0%/.3% = In the United States but not in New York State
 2%/ 0% = Not in the United States
 5%/10% = Blank

APPENDIX D

STUDENT COMMENTS AND SUGGESTIONS
(Section VI of Student Opinion Survey)
(Verbatim Comments)

I feel very frightened on campus at night. I wish there could be better lighting and security guards stationed at each parking lot during evening classes.

When applying for this college and picking a major, your advisor should make an appointment with the student to talk to them about the curriculum, what it involves, how much of it will be used in the outside world. There should be more info given about the curriculums: especially what a job would entail in that major. All we are given is a course outline. There is no big detail in what type of jobs can be obtained in the curriculums. Some teachers do tell you what type of jobs there are in their curriculum, but there are very few teachers who do that.

I have been very satisfied with DCC. Staff has been excellent and grounds are kept impecable.

Two major things bother me about DCC: 1) no one is flexible in giving credit for work experience or working around a work schedule. Should be able to get some credit if have already done something at work or, if taking classes, pre-requisites should be waived if already have the knowledge from work (e.g. should be able to take classes concurrently even if they happen to be pre-req's of each other) 2) Night students are 2nd class citizens. The night-time faculty is great but, for the most part, I don't feel that the college does ANYTHING that will help a night, part-time student - admissions, registration, various departments. I think day dept. have problems relating to adult students. Registration is the absolute worst compared to other universities - slow, archaic, and again, not geared to the part-time, night working student.

The summer semester schedules are very confusing and disorganized. Registration procedures are back in the "olden days". Computers should be used from the beginning. Three credit courses should meet twice a week instead of three days a week for an hour and a half. Required attendance taking is nonsense.

There should most definitely be more parking. I feel, Dutchess Community College is overcrowded. You have to park in line in front of campus exits and follow outcoming students to their cars as they're leaving. This causes accidents and fights. People are often forced to park illegally because there are no other spots, only to be fined with a ticket. This is unfair, only because there is not adequate parking for the number of students on campus.

As a family man I find the amount of time necessary to spend in labs with the computers excessive. I feel this curriculum (DAP) could be more personably taught if one was not expected to learn by trial and error. I wonder whether I would have attended this college if I'd known how poorly qualified to teach it's teachers were. They seem to know the subject but apparently have no training as educators.

I feel I have received a good education at DCC, however, the only complaint I have is that the college Nursing Lab seems to need new materials - tapes, films. Many of the teaching aids are very old and need to be replaced.

I personally would like to see a plus & minus system of grading. Or I would like to see actual grades. I find that a person receiving an A, B, or C is being judged from too far a distance for example: 80-89 is a B, what if someone has an 80 and another has an 88 it is not fair to assume that the same amount of work is being done by both students.

The quality of food in Cafeteria is poor, & expensive. Add & drop program in this College is not satisfactory. Students are having a hard time staying in the lines hours and hours.

Should try and get some more sports into the school. More people would come here because of this.

I feel that the college should not demand the money before registration is completed. Some of us can't get the money right away. If we are attending classes it is easy for the school to contact us if we don't pay within a reasonable amount of time. Also I am planning on becoming an accountant, I feel that I should not have to take history, social problems, or health because it is a waste of money and time. After all these classes are not going to help me at all when I am working on an organizations finance papers. A college student can't afford to waste any time so these classes should be done away with.

I really enjoy the whole atmosphere of the school. Everyone cares and are willing to help each other. Another thing I find on campus is the way handicapped people are treated. They have easy access to everything.

Overall, I am satisfied with Dutchess Community College. I would like to see more counseling programs offered. Although they do offer programs for suicide prevention and sexual problems, it would be nice to have a program for students to just express their problems with school, family, etc.

Off campus courses were the best idea you could have come up with. It gave me the incentive to start.

You really should stop the orientation program!

Advisors should be optional! They are a waste of colleges efforts. Orientation - complete waste of time.

Why do we have to pay extra money for field trips, when we pay enough for student activities, and they in turn spend this money on a lousy speaker?

CLEP tests should be made known to students, especially older evening students, and the tests should be administered at this college. Lights have been out on walkway east of Taconic Hall for weeks. Dangerous intersection at stairs.

My only comment would be in reference to class cancellation due to weather. Since I live almost 40 miles away, I was not able to attend class when ever there was a major storm. I really don't think it's fair nor practical to expect anyone to risk life and limb to attend class. In the future, it would be nice to know that more consideration will be given to this matter and a more responsible decision reached.

Housing facilities should be provided especially since there are a certain percentage of out-of-state students for whom it would be convenient.

I don't like paying an activities fee each semester when I don't use anything.

I think the grading system should include +'s and -'s.

I would like to see a clean parking lot or at least shoveled and salted pavements and outside stairs after each snow or ice storm.

I would prefer the mail in system for registration.

I returned to college after an absence of over 30 years. I have found everyone at Dutchess: teachers, advisors, students, cafeteria people etc. to be most helpful. I am really enjoying myself and in the process of learning.

Part B of this question/answer survey poorly constructed. Lighting down by east parking area often off or not functioning creating possible fatal accident conditions as well as proper, nay, ideal conditions of personal jeopardy.

Revaluate the teachers to weed out the bad ones, and put pressure on them to teach better.

ERIC Clearinghouse for Junior Colleges
JAN 2 4 1986